Theory Into Practice

Volume II

1963

Bureau of Educational Research and Service
College of Education
The Ohio State University
Columbus 10, Ohio

Editors

Egon G. Guba and Shirley Lipson

Assistant Editors

Jo Ann Van Atta and Jean Muste

Published February, April, June, October, and December by the Bureau of Educational Research and Service, the College of Education, The Ohio State University.

Copyright, 1963

THEORY INTO PRACTICE

Index to Volume II

Articles

Administrative Deterrents to Guidance Program Development. BRUCE SHERTZER AND SHELLEY C. STONE, 24–32.

Barriers to Change in Educational Organizations. DONALD J. WILLOWER, 257–63.

BERNARD, HAROLD W. Socioeconomic Class and the School Counselor, 17–23.

BROEDEL, JOHN W. An Evaluation of the Use of Personality Inventories, 205–212.

Change in the Schools (editorial). JACK CULBERTSON, 249–51.

Changes in Motives as a Result of Teaching. JOSEPH MASLING AND GEORGE STERN, 95–104.

CHESLER, MARK; SCHMUCK, RICHARD; AND LIPPITT, RONALD. The Principal's Role in Facilitating Innovation, 269–77.

The Complete Testing Program. WARREN G. FINDLEY, 192–98.

The Complexity of Teachers and Teaching (editorial). PHILIP W. JACKSON, 57–58.

COOK, STUART W., AND SELLTIZ, CLAIRE. The Effects of Personal Contact on Intergroup Relations, 158–65.

Counseling—Which Approach? EDWARD C. ROEBER, 4–9.

The Counselor's Role and Function: Conceptions and Conflicts. GAIL F. FARWELL, 10–16.

CULBERTSON, JACK. Change in the Schools (editorial), 249–51.

The Development of Educational Testing. J. RAYMOND GERBERICH, 184–91.

The Development of Racial Bias in Young Children. J. KENNETH MORLAND, 120–27.

Education and Human Dignity (editorial). HOWARD J. EHRLICH, 117–19.

The Educational Status of a Minority. JULIAN SAMORA, 144–50.

The Effects of Personal Contact on Intergroup Relations. CLAIRE SELLTIZ AND STUART W. COOK, 158–65.

EHRLICH, HOWARD J. Education and Human Dignity (editorial), 117–19.

EICHHOLZ, GERHARD C. Why Do Teachers Reject Change? 264–68.

Elementary-School Guidance: Its Present Status. ANTHONY C. RICCIO, 39–43.

The Elementary-School Principal and Change in the School System. DANIEL E. GRIFFITHS, 278–84.

Evaluation in the Noncognitive Areas. LLOYD B. URDAL, 213–17.

An Evaluation of the Use of Personality Inventories. JOHN W. BROEDEL, 205–212.

FARWELL, GAIL F. The Counselor's Role and Function: Conceptions and Conflicts, 10–16.

FINDLEY, WARREN G. The Complete Testing Program, 192–98.

FURST, EDWARD J. The Question of Abuses in the Use of Aptitude and Achievement Tests, 199–204.

GERBERICH, J. RAYMOND. The Development of Educational Testing, 184–91.

GRIFFITHS, DANIEL E. The Elementary-School Principal and Change in the School System, 278–84.

Grouping for Teachability. HERBERT A. THELEN, 81–89.

GUBA, EGON G. Testing, Testing, Testing (editorial), 181–83.

Guidance: The Forward Look (editorial). HERMAN J. PETERS, 1–3.

HARRIS, JUDAH J. Intergroup Relations in Social-Studies Textbooks, 128–35.

IANNACCONE, LAURENCE. Student Teaching: A Transitional Stage in the Making of a Teacher, 73–80.

Intergroup Relations in Social-Studies Textbooks. JUDAH J. HARRIS, 128–35.

Interpersonal Perception: A Neglected Aspect of Teaching. WILLIAM W. LYNCH, JR., 90–94.

JACKSON, PHILIP W. The Complexity of Teachers and Teaching (editorial), 57–58.

LEFTON, MARK. On Research and Intergroup Relations, 166–71.

LIPPITT, RONALD; CHESLER, MARK; AND SCHMUCK, RICHARD. The Principal's Role in Facilitating Innovation, 269–77.

LYNCH, WILLIAM W., JR. Interpersonal Perception: A Neglected Aspect of Teaching, 90–94.

MASLING, JOSEPH, AND STERN, GEORGE. Changes in Motives as a Result of Teaching, 95–104.

The Meaning of Stereotypes. JAMES W. RINEHART, 136–43.

MORLAND, J. KENNETH. The Development of Racial Bias in Young Children, 120–27.

On Research and Intergroup Relations. MARK LEFTON, 166–71.

PETERS, HERMAN J. Guidance: The Forward Look (editorial), 1–3.

Possible Directions for Teacher-Behavior Research. DAVID G. RYANS, 105–112.

The Principal's Role in Facilitating Innovation. MARK CHESLER, RICHARD SCHMUCK, AND RONALD LIPPITT, 269–77.

The Question of Abuses in the Use of Aptitude and Achievement Tests. EDWARD J. FURST, 199–204.

Research in Guidance: Horizons for the Future. BUFORD STEFFLRE, 44–50.

Resource Materials on Intergroup-Relations Education. MORTON J. SOBEL, 172–80.

RICCIO, ANTHONY C. Elementary-School Guidance: Its Present Status, 39–43.

RINEHART, JAMES W. The Meaning of Stereotypes, 136–43.

ROEBER, EDWARD C. Counseling—Which Approach? 4–9.

ROGERS, EVERETT M. What Are Innovators Like? 252–56.

RYANS, DAVID G. Possible Directions for Teacher-Behavior Research, 105–112.

SAMORA, JULIAN. The Educational Status of a Minority, 144–50.

SCHMUCK, RICHARD; CHESLER, MARK; AND LIPPITT, RONALD. The Principal's Role in Facilitating Innovation, 269–77.

School-Counselor Preparation: The Key to Effective Guidance. ROBERT O. STRIPLING, 33–38.

SCHWIRIAN, KENT P. Testing at Issue: A Case Study of School and Community Conflict, 226–34.

SELLTIZ, CLAIRE, AND COOK, STUART W. The Effects of Personal Contact on Intergroup Relations, 158–65.

SHERMAN, BARBARA, AND WRIGHT, BENJAMIN. Who Is the Teacher? 67–72.

SHERTZER, BRUCE, AND STONE, SHELLEY C. Administrative Deterrents to Guidance Program Development, 24–32.

Situational Bias: A Special Form of Discrimination. CLINTON A. SNYDER, 151–57.

SNYDER, CLINTON A. Situational Bias: A Special Form of Discrimination, 151–57.

SOBEL, MORTON J. Resource Materials on Intergroup-Relations Education, 172–80.

Socioeconomic Class and the School Counselor. HAROLD W. BERNARD, 17–23.

STEFFLRE, BUFORD. Research in Guidance: Horizons for the Future, 44–50.

STEPHENS, J. M. Traits of Successful Teachers: Men or Angels? 59–66.

STERN, GEORGE, AND MASLING, JOSEPH. Changes in Motives as a Result of Teaching, 95–104.

STONE, SHELLEY C., AND SHERTZER, BRUCE. Administrative Deterrents to Guidance Program Development, 24–32.

STRIPLING, ROBERT O. School-Counselor Preparation: The Key to Effective Guidance, 33–38.

Student Teaching: A Transitional Stage in the Making of a Teacher. LAURENCE IANNACCONE, 73–80.

Testing: A Catalyst for Educational Innovations. JOHN J. WALSH, 218–25.

Testing at Issue: A Case Study of School and Community Conflict. KENT P. SCHWIRIAN, 226–34.

Testing, Testing, Testing (editorial). EGON G. GUBA, 181–83.

THELEN, HERBERT A. Grouping for Teachability, 81–89.

Traits of Successful Teachers: Men or Angels? J. M. STEPHENS, 59–66.

TRUMP, J. LLOYD. What's Wrong with Testing? 235–42.

URDAL, LLOYD B. Evaluation in the Noncognitive Areas, 213–17.

WALSH, JOHN J. Testing: A Catalyst for Educational Innovations, 218–25.

What Are Innovators Like? EVERETT M. ROGERS, 252–56.

What's Wrong with Testing? J. LLOYD TRUMP, 235–42.

Who Is the Teacher? BENJAMIN WRIGHT AND BARBARA SHERMAN, 67–72.

Why Do Teachers Reject Change? GERHARD C. EICHHOLZ, 264–68.

WILLOWER, DONALD J. Barriers to Change in Educational Organizations, 257–63.

WRIGHT, BENJAMIN, AND SHERMAN, BARBARA. Who Is the Teacher? 67–72.

Book Reviews

Barry, Ruth, and Wolf, Beverly. *Epitaph for Vocational Guidance: Myths, Actualities, Implications.* Reviewed by PAUL L. GARDNER, 51–52.

Benne, Kenneth D.; Bennis, Warren G.; and Chin, Robert, editors. *The Planning of Change: Readings in the Applied Behavioral Sciences.* Reviewed by BEN M. HARRIS, 290–92.

Bennis, Warren G.; Benne, Kenneth D.; and Chin, Robert, editors. *The Planning of Change: Readings in the Applied Behavioral Sciences.* Reviewed by BEN M. HARRIS, 290–92.

Chin, Robert; Bennis, Warren G.; and Benne, Kenneth D., editors. *The Planning of Change: Readings in the Applied Behavioral Sciences.* Reviewed by BEN M. HARRIS, 290–92.

COOK, DESMOND L., reviewer. *The Search for Ability: Standardized Testing in Social Perspective,* David A. Goslin, 245–47.

The Counselor in a Changing World. C. Gilbert Wrenn. Reviewed by LYLE D. SCHMIDT, 53–54.

Diffusion of Innovations. Everett M. Rogers. Reviewed by WILLIAM W. WAYSON, 287–90.

The Dynamics of Planned Change: A Comparative Study of Principles and Techniques. Ronald Lippitt, Jeanne Watson, and Bruce Westley. Reviewed by BEN M. HARRIS, 290–92.

Epitaph for Vocational Guidance: Myths, Actualities, Implications. Ruth Barry and Beverly Wolf. Reviewed by PAUL L. GARDNER, 51–52.

Findley, Warren G., editor. *The Impact and Improvement of School Testing Programs.* Reviewed by DANIEL L. STUFFLEBEAM, 243–45.

Gage, N. L., editor. *Handbook of Research on Teaching.* Reviewed by EGON G. GUBA, 113–16.

GARDNER, PAUL L., reviewer. *Epitaph for Vocational Guidance: Myths, Actualities, Implications,* Ruth Barry and Beverly Wolf, 51–52.

Goslin, David A. *The Search for Ability: Standardized Testing in Social Perspective.* Reviewed by DESMOND L. COOK, 245–47.

GUBA, EGON G., reviewer. *Handbook of Research on Teaching,* N. L. Gage, editor, 113–16.

Handbook of Research on Teaching. N. L. Gage, editor. Reviewed by EGON G. GUBA, 113–16.

HARRIS, BEN M., reviewer. *The Dynamics of Planned Change: A Comparative Study of Principles and Techniques,* Ronald Lippitt, Jeanne Watson, and Bruce Westley, 290–92.

HARRIS, BEN M., reviewer. *The Planning of Change: Readings in the Applied Behavioral Sciences,* Warren G. Bennis, Kenneth D. Benne, and Robert Chin, editors, 290–92.

Hoffmann, Banesh. *The Tyranny of Testing.* Reviewed by LYLE D. SCHMIDT, 247–48.

The Impact and Improvement of School Testing Programs. Warren G. Findley, editor. Reviewed by DANIEL L. STUFFLEBEAM, 243–45.

Innovation in Education. Matthew B. Miles, editor. Reviewed by KENNETH ST. CLAIR, 285–87.

Lippitt, Ronald; Watson, Jeanne; and Westley, Bruce. *The Dynamics of Planned Change: A Comparative Study of Principles and Techniques.* Reviewed by BEN M. HARRIS, 290–92.

Miles, Matthew B., editor. *Innovation in Education.* Reviewed by KENNETH ST. CLAIR, 285–87.

The Planning of Change: Readings in the Applied Behavioral Sciences. Warren G. Bennis, Kenneth D. Benne, and Robert Chin, editors. Reviewed by BEN M. HARRIS, 290–92.

Rogers, Everett M. *Diffusion of Innovations.* Reviewed by WILLIAM W. WAYSON, 287–90.

ST. CLAIR, KENNETH, reviewer. *Innovation in Education,* Matthew B. Miles, editor, 285–87.

SCHMIDT, LYLE D., reviewer. *The Counselor in a Changing World,* C. Gilbert Wrenn, 53–54.

SCHMIDT, LYLE D., reviewer. *The Tyranny of Testing,* Banesh Hoffmann, 247–48.

The Search for Ability: Standardized Testing in Social Perspective. Reviewed by DESMOND L. COOK, 245–47.

STUFFLEBEAM, DANIEL L., reviewer. *The Impact and Improvement of School Testing Programs,* Warren G. Findley, editor, 243–45.

The Tyranny of Testing. Banesh Hoffmann. Reviewed by LYLE D. SCHMIDT, 247–48.

Watson, Jeanne; Lippitt, Ronald; and Westley, Bruce. *The Dynamics of Planned Change: A Comparative Study of Principles and Techniques.* Reviewed by BEN M. HARRIS, 290–92.

WAYSON, WILLIAM W., reviewer. *Diffusion of Innovations,* Everett M. Rogers, 287–90.

Westley, Bruce; Lippitt, Ronald; and Watson, Jeanne. *The Dynamics of Planned Change: A Comparative Study of Principles and Techniques.* Reviewed by BEN M. HARRIS, 290–92.

Wolf, Beverly, and Barry, Ruth. *Epitaph for Vocational Guidance: Myths, Actualities, Implications.* Reviewed by PAUL L. GARDNER, 51–52.

Wrenn, C. Gilbert. *The Counselor in a Changing World.* Reviewed by LYLE D. SCHMIDT, 53–54.